

TN ALL Corps Learning Walk Companion Guide

Overall

How can you provide a model for tutors to help them align their instruction to the [TN ALL Corps Vision of High-Quality Tutoring](#)?

Did the tutor(s) provide instruction that enabled ALL students to practice and most students to meet the objective? If yes, how? If no, what other practices or strategies might assist in developing mastery?

Indicator	Sample Best Practice(s)
Students are able to state the learning goal.	<ul style="list-style-type: none"> Schools can provide tutor(s) with examples of and strategies for posting and introducing the learning goal to frame the objective(s) of the tutoring session, including how it connects to the day or week's lesson(s).
Students spend the majority of their time reading, writing, speaking, or engaging in tasks.	<ul style="list-style-type: none"> Schools can provide tutor(s) with a bank of multisensory (<i>motion, audio, touch, speech, writing, technology</i>, etc.) activities and strategies that can be used to engage students in participating and thinking throughout lessons.
Students have the opportunity to discuss their thinking out loud using academic language.	<ul style="list-style-type: none"> Schools can model student discourse structures (such as "Turn and Talk") for tutor(s) that can be incorporated during tutoring sessions to facilitate student conversation. Schools can provide tutor(s) with specific vocabulary relevant to the skill, knowledge, and content of the lesson and identify opportunities in plans for students to use the academic language.
Students are provided wait-time.	<ul style="list-style-type: none"> Schools can support tutor(s) in understanding the importance of wait time and provide tutor(s) with strategies that allow students time to process questions and problems (<i>e.g., using visual timers, putting their thumb on their chest when they are ready to respond, using a thinking/journaling structure</i>, etc.).
Students are provided different examples if the tutor sees the student having difficulty.	<ul style="list-style-type: none"> Schools can provide tutors with consistent sentence frames used in core instruction to share with students. Schools can assist tutor(s) in creating 'bite-sized' examples and chunking content or assignments for students to process and practice before giving additional information. Tutor(s) can praise these small achievements toward the greater goal.
Students engage in content that is aligned to grade-level standards.	<ul style="list-style-type: none"> Schools can provide tutor(s) with opportunities to observe Tier I grade level instruction across relevant grade bands and content areas. Schools can provide tutor(s) planning sessions with classroom teachers, tutoring coordinators, or instructional leaders/ support personnel to review Tier 1 curriculum and/or to practice routines. Schools can model for tutor(s) how to make explicit connections for students between the tutoring lesson's learning goal and their classroom learning goal/ grade level standard(s) (<i>i.e., "This lesson in tutoring will help us do ___ in 2nd Grade"</i>).

ELA 1-2 (and Grade 3 if foundational reading skills ARE an area of need for students)

***How can you provide time with tutors to build baseline content knowledge around sounds-first, phonics-based instruction?
How can you support tutors in internalizing content and lessons?***

Students are using foundational reading materials from HQIM or TNFSCS.	<ul style="list-style-type: none"> Schools can involve tutors in training opportunities for ELA HQIM/ TNFSCS and the materials' application and use. Schools can provide tutor(s) the opportunity to complete the Early Foundational Literacy asynchronous course online collaboratively and/or pay for planning/training time.
Students are working on listening to and producing letter sounds for at least half the lesson.	<ul style="list-style-type: none"> Schools can provide tutor(s) a model of a sounds-first, phonics-based lesson by a support person or by using the BFAC Sounds First Modeled Lessons. Schools can model for tutor(s) how to provide immediate feedback to students on production of letter sounds and decoding techniques.
After hearing fluent reading modeled, students practice reading aloud with texts aligned with their phonics practice (between 10-20 minutes).	<ul style="list-style-type: none"> Schools can model for tutor(s) how to provide all students with the opportunity to practice fluency through strategies such as repeated readings, whisper reading, choral reading or partner reading structures.

ELA 3-8 (Grade 3 only if foundational reading skills are NOT an area of need for students)

***How can you support tutors in the planning of tutoring lessons to ensure alignment?
What strategies are being modeled for tutors to support student engagement?***

Students are using text from or aligned with Tier 1 instruction texts.	<ul style="list-style-type: none"> Schools can provide tutor(s) the opportunity to engage with Tier I instructional texts and topics, as well as provide high-quality complex texts for tutoring lessons aligned to core instruction.
Students are engaged in activities that require them to demonstrate their understanding by answering text-dependent questions, using vocabulary, writing, and practicing fluency.	<ul style="list-style-type: none"> Schools can provide tutor(s) with model lessons and instructional strategies for engagement through multiple modalities (<i>technology, text, oral, writing, motion, etc.</i>)
Students explain their answer by telling the tutor/group where they found it in the text.	<ul style="list-style-type: none"> Schools can provide tutor(s) with sample prompting questions for text evidence and a modeled example.

Math 1-8

***How can you support tutors in the planning of tutoring lessons to ensure alignment?
What strategies are being modeled for tutors to support student engagement?***

Students are using the specific strategies aligned to mathematics content standards (e.g., repeated addition, rectangular arrays, area models, etc.).	<ul style="list-style-type: none"> Tutor can be provided time to observe each of the strategies included within the math content standards taught through a modeled lesson. Tutor can be provided support with planning instruction for the strategies included within the math content standards.
Students have multiple opportunities to practice math content through oral discussion, writing/drawing representations, the use of manipulatives, and/or the successful completion of tasks.	<ul style="list-style-type: none"> Tutor can be provided support with planning activities aligned with the standards that support students' understanding of the content (oral discussion, writing/drawing representations, the use of manipulatives, and/or the successful completion of tasks)
Students explain their understanding or misunderstanding of the math content through oral discussion, written expression, or models/representations, etc.	<ul style="list-style-type: none"> Tutors can be provided support in planning questions as checks for understanding using a variety of methods for students to demonstrate their understanding (oral discussion, writing/drawing representations, the use of manipulatives, and/or the successful completion of tasks). Tutors can be provided support in addressing student misunderstandings about the lesson's content (redirect, rephrase, provide additional wait time, question prompts, chunking, etc.).